Nevada Ready!

State Improvement Plan: Shifting to a New Nevada
2017-2021

Dr. Steve Canavero, Superintendent of Public Instruction
3/16/2017

This document, commonly known as the State Improvement Plan (STIP), outlines certain key Department strategies for 2017 designed to improve student achievement by addressing identified problems and to begin to initiate changes to the overall system of P-12 public education through attention to additional factors identified through this analysis.

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INTRODUCTION

State law requires the Nevada State Board of Education to develop an annual plan to improve the achievement of pupils enrolled in Nevada public schools. This plan, commonly referred to as the "State Improvement Plan," or "STIP," is prepared for State Board consideration by the Superintendent of Public Instruction and staff of the Department of Education, as well as a variety of stakeholders. The focus of this year's plan is similar to previous years - college and career readiness of all students in the P-12 public education system, but has also been informed by robust stakeholder engagement through the process of writing Nevada's Every Student Succeeds Act plan and the development of the Department's new Five-Year Strategic Plan, which was adopted by the State Board in December of 2016. Nevada stakeholders came together to set a bold but achievable goal to become the fastest improving state in the nation. As the Department's programs evolve under the promise through the continued implementation of an historic suite of education programs and initiatives passed in 2015, we recognize that this plan reflects our continued effort in making sure Nevada's educators and students are truly ready for success.

Pursuant to NRS 385.3593 and Assembly Bill 30 from the 2015 Legislative Session, the plan must contain at least the following components:

- A review and analysis of student data collected by the Department;
- The identification of any problems or factors common among school districts or charter schools;
- Strategies to improve student achievement;
- Strategies to provide information about higher education and financial aid;
- Strategies to improve the allocation of resources, including information on the effectiveness of legislative appropriations related to education; and
- Clearly defined goals and benchmarks.

The plan must also include an identification of Department staff responsible for ensuring strategies are successful, as well as timelines and measurable criteria for determining such success, and a budget for the overall cost of carrying out the plan.

For 2017, the Superintendent of Public Instruction and Department staff elected to present a new plan for State Board approval that reflects many lessons learned from the implementation of the 2014, 2015, and 2016 STIP. Like its predecessor, this document adheres as closely as possible to statutory requirements, is focused solely on calendar year 2017, and seeks to provide the next step in the state's future plan amendments. The plan is limited to: (1) certain ongoing key activities of the Department, and (2) new initiatives the Department is beginning to implement. The Department's new Five-Year Strategic Plan, approved by the State Board in December 2016, is incorporated by reference as required by state law; it is available online.

ABOUT THE DEPARTMENT OF EDUCATION

Nevada's Department of Education consists of the State Board, the Superintendent of Public Instruction, approximately 170 employees, and more than a dozen statutorily-created committees, councils, and commissions. The Superintendent is the executive head of the Department and works in partnership

with the State Board on the development of regulations and policies governing P-12 public education. From the licensure of new educators, to the adoption of academic content standards, to the reporting of school performance, and the administration of federal and state appropriations, the Department directly and indirectly impacts the achievement of the nearly half a million school-aged children and some 30,000 adults seeking high school equivalency education. Pursuant to an Executive Order issued by Governor Sandoval in 2013, the Department also shares educational responsibility with the Nevada Department of Health and Human Services for an estimated 180,000 children aged 0 to 4. The Department works in close coordination with local school districts, the State Public Charter School Authority (SPCSA), the Nevada System of Higher Education, and Regional Professional Development Programs.

Department Vision

"All Nevadans ready for success in a global 21st Century."

Department Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

State Education Goals

- All students are proficient in reading by the end of 3rd grade.
- All students enter high school with the skills necessary to succeed.
- All students graduate college, career, and community ready.
- All students served by effective educators.
- Efficient and effective use of public funds in service to students.
- All students learn in an environment that is physically, emotionally, and intellectually safe.

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SECTION 1: DATA REVIEW AND ANALYSIS

The Department of Education collects and reports two primary sources of accountability data concerning the achievement of pupils: the Nevada Report Card and the Nevada School Performance Framework (NSPF). The Department also collects and reports data from the National Assessment of Educational Performance (NAEP), as well as information on Career and Technical Education (CTE) that is

not included in the Nevada Report Card. Included below is a high-level review of these available data streams; Department employees and stakeholders have analyzed this information for the reporting of problems and factors and the creation of related strategies.

DEMOGRAPHICS OF NEVADA'S K-12 POPULATION

As of March 2017, there were 467,527 students enrolled in Nevada's K-12 public schools (district and charter combined). Three entities -- Clark County School District, Washoe County School District, and the State Public Charter School Authority -- represent 89% of the total statewide enrollment, with the balance distributed among the 15 other districts.

Ethnicity

Nevada has a rapidly changing student population. The fastest growing ethnic group is Hispanic, with a corresponding decrease in the percent of White students as illustrated in Figure 1. Beginning in the 2010-2011 school year a new ethnicity classification, "Two or More Races," was introduced, which resulted in shifts in other categories. As revealed by data elsewhere in this analysis, long-standing ethnic subgroups (Black and American Indian in particular) continue to experience significant achievement gaps in student performance.

Figure 1 Nevada student enrollment by ethnicity

Special Populations

Figure 2 illustrates the three primary special population groups, English Learners (EL), Free/Reduced-price Lunch (FRL), and Special Education (IEP) program. There appears to be a significant increase in students qualifying for FRL, particularly since the 2009-2010 school year. Interestingly, it appears that an
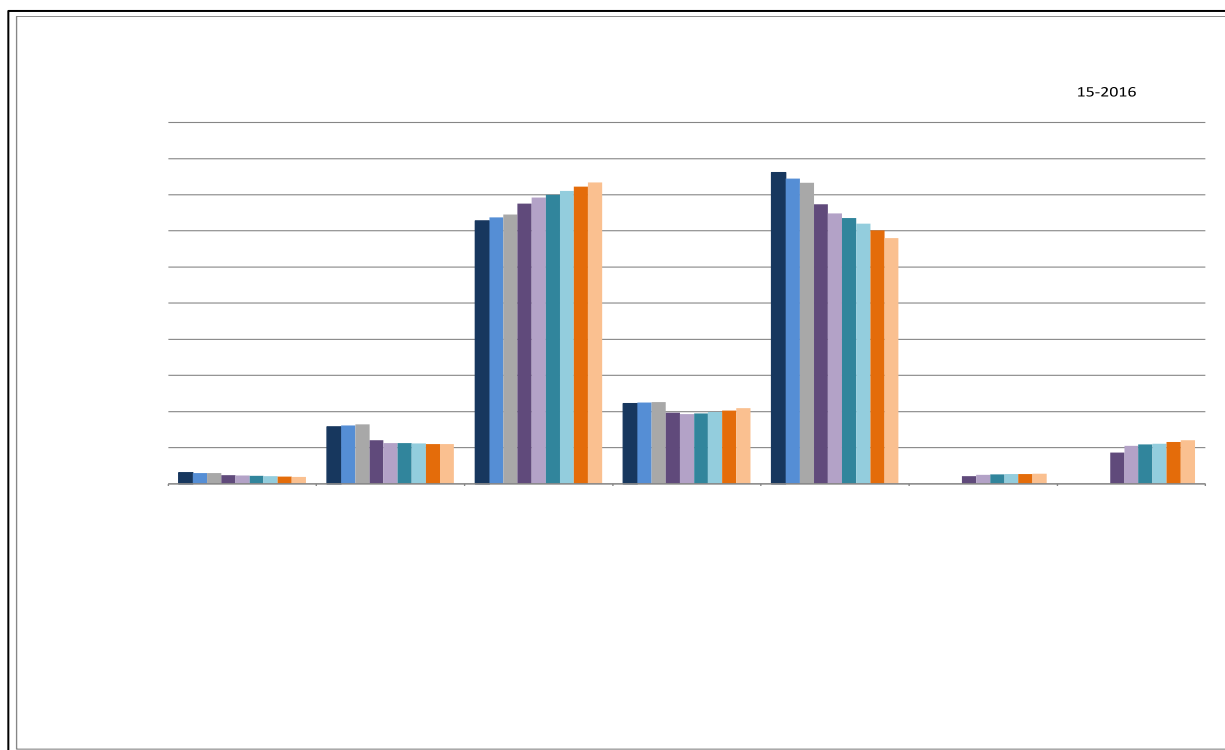
increase in the percentage of students qualifying for FRL coincides with a decrease in the percentage of students identified as EL.
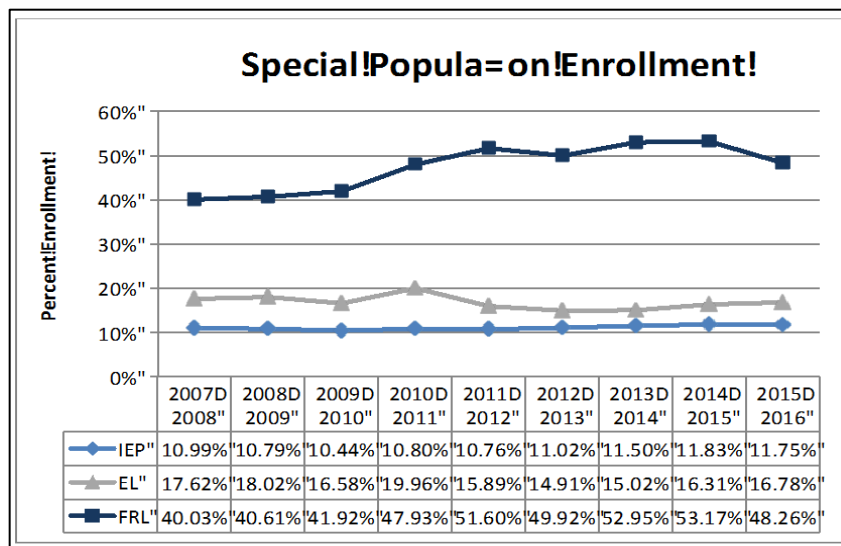
Figure 2 Percent of Nevada Students identified as IEP, EL, and/or FRL

STUDENT PERFORMANCE[1]

Testing Irregularity

During the 2014-2015 school year, Nevada experienced a testing irregularity during the first administration of the computer-based Smarter Balanced criterion-referenced tests (CRTs), resulting in incomplete assessment results for students in grades 3-8 in English Language Arts (ELA) and Mathematics statewide. On April 20, 2015, former Superintendent Dale Erquiaga issued a guidance memo to school districts and the SPCSA that addressed the disruption in computer service during the administration of the CRTs and provided a course of action for districts and the SPCSA to follow in light of the testing challenge. Subsequently, a large number of Nevada students were unable to complete the required testing, causing an incomplete data set relative to statewide student performance and achievement. Therefore, the analysis of student performance data is without 2014-2015 student test results. Figure 3 represents student data, grades 3-8, through the 2014-15 school year. Nevada schools will receive a new star rating on the Nevada School Performance Framework (NSPF) on September 15th, 2017. This will be the first new star rating schools will have received since the 2013-2014 school year.

Aggregate Data

Two primary metrics exist which are used to evaluate and describe the performance of Nevada students: scale scores, and the percentage of students at one of four proficiency levels.

The number of questions a student correctly answers is converted into a value on a scale for any given assessment. Based upon the scale score, a student will fall into one of four performance categories, otherwise known as "proficiency levels": Emergent/Developing (ED), Approaches Standard (AS), Meets

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[1] Note: Data presented are for representative grades. Comprehensive data is available at the Nevada Report Card web site.

Standard (MS), or Exceeds Standard (ES). The demarcation point for any given proficiency level is referred to as a "cut score." To understand how groups of students are performing, scores of individual students are aggregated and reported as mean scale scores and percentage of students at each of the four performance levels. Trends in the performance of Nevada's students overall, or in specific subgroups of students, can then be reported by reviewing these data over time[2].

The mean scale score and percent proficient values typically move in a correlated fashion; as the average scale score of Nevada students increase, there is often a corresponding increase in the number of students reaching the categories of MS or ES, although this is not necessarily the case. For example, it is possible to see a moderate increase in the mean scale score of students in the bottom 25% of the data range with no corresponding increase in the top 75% of students. This could increase the overall mean scale score for the state while only moving that group of students from the ED range to the AS range. This would be seen as an increase in the state mean scale score with no change in the percent proficient. Changes in performance standards, cut scores, or assessments can result in shifts in trend lines for mean scale scores, percentage of students reaching the cut scores for proficient or above, or shifts in both. Such changes in the trend lines can be seen in Figure 3. These shifts in trend co-occurred with policy changes in Mathematics in the 2008-2009 and 2011-2012 school years, and in Reading in the 2009-2010 school year. By comparison, science did not undergo major policy changes recently and the data for mean scale score and percent proficient have moved in a relatively parallel manner. Although changes in policy can result in sudden shifts in various measures of performance, there are many other factors that can influence the performance of groups of students.

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[2] Changes in slope of any given trend line or between data points do not necessarily indicate a statistically significant change. A change of one point, or even several points, may simply indicate random variance in scores from year to year.
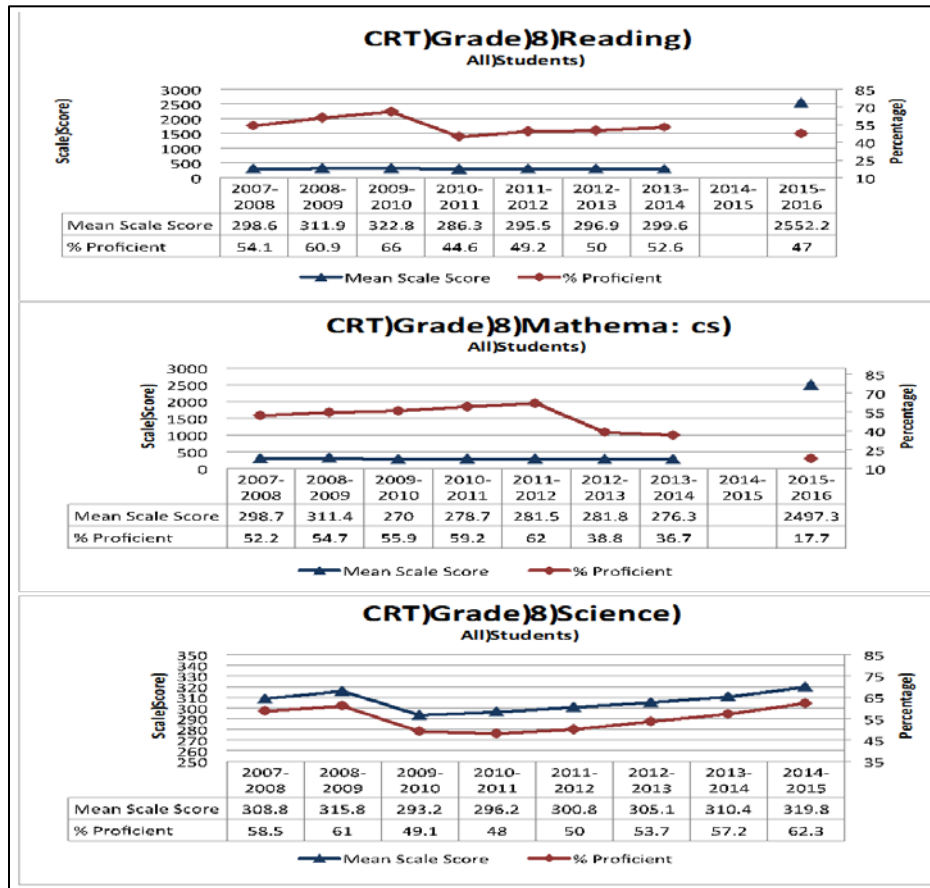
Figure 1 Grade 8 student performance in Mathematics, Reading, and Science

Another assessment is available to provide a degree of external validation of the CRT performance data. The National Assessment for Educational Progress (NAEP) assesses students in grades 4 and 8 in Reading, Mathematics, and other subjects. Every two years the results of such assessments are released as state-level data and can be used to compare general trends between the CRTs, which are based upon state standards, and NAEP, which is based upon a Federal framework. The two assessments are different in composition, design, scale, and administration; therefore results are not directly comparable. However, it is useful to compare trends in performance between the assessments to evaluate the general pattern of results. Using the available NAEP data as a comparison, Figure 4 shows a similar trend between CRT percent proficient and NAEP percent proficient for grade 8 Reading and Mathematics.

CRT & NAEP Grade 8 Reading
All Students

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NAEP	22		26		30		26	
CRT	60.9	66	44.6	49.2	50	52.6		47

CRT & NAEP Grade 8 Mathematics
All Students

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NAEP	25		29		28		21	
CRT	54.7	55.9	59.2	62	38.8	36.7		17.7
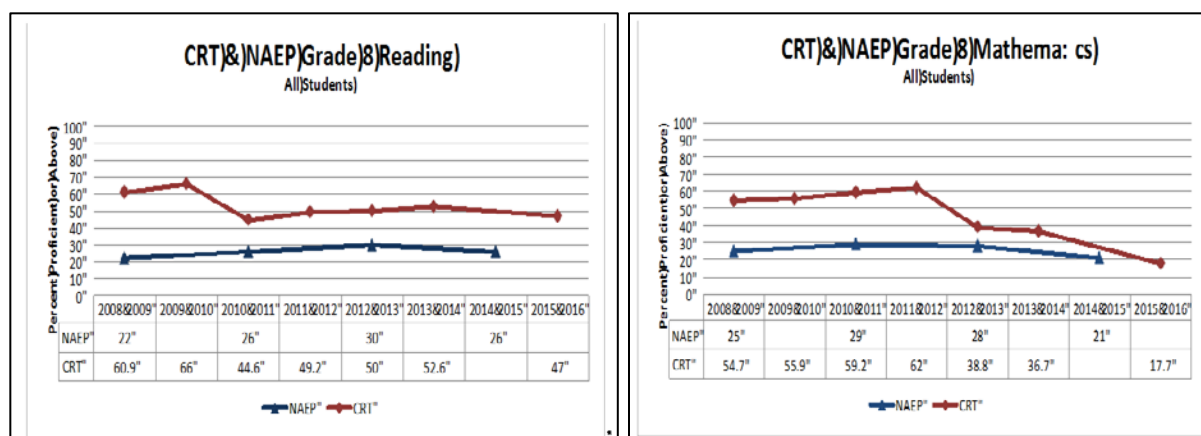
Figure 4 Nevada student performance on CRT and NAEP in Reading and Mathematics

The exceptions occur in years when Nevada assessment standards changed. These changes are reflected in the decline in mean scale scores in the 2009-2010 assessment year for Mathematics and the 2010-2011 assessment year for Reading. Overall, there had been a positive trend in aggregate performance of Nevada students in math and reading during the previous five years according to NAEP; however, there was a slight decline in 2014-2015.

Performance on the High School Proficiency Examinations (HSPE), see Figure 5, provides a clear illustration of the effect of policy change on student proficiency ratings and mean scale scores. The dramatic changes in performance in Reading and Mathematics coincide with changes in standards and cut scores.

No HSPE for 15-16. EOC data has not been posted on the ARC site yet.

Grade 11 HSPE Reading
All Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Mean Scale Score	306.3	307.5	307.2	306.2	344.1	348.9	353.2	357.2
% Proficiency	93.8	94.1	94.2	94.3	77.2	79.8	82.2	82

Grade 11 HSPE Mathematics
All Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Mean Scale Score	316.2	317.8	316	269.8	271.2	273.6	282.1	273.6
% Proficiency	72.3	71.4	72.1	72.5	73.3	75.9	77.5	76.4

Grade 11 HSPE Science
All Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Mean Scale Score	286.4	359.6	359.6	317.5	321	323.1	325.3	325.6
% Proficiency	52	76.7	79.1	71	73.5	76.4	77.5	78.9

Figure 5 Grade 8 student performance in Mathematics, Reading, and Science

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Ethnicity

Overall performance of students appears to have improved over the past five years with a decline in performance across all groups, except Asians, in 2013-2014. Figure 6 illustrates an apparent increase in the percent proficient of grade 4 students in Mathematics across most ethnic groups followed by the decline. A performance gap between ethnic groups exists. Figure 7 shows gaps between grade 4 and 8 Whit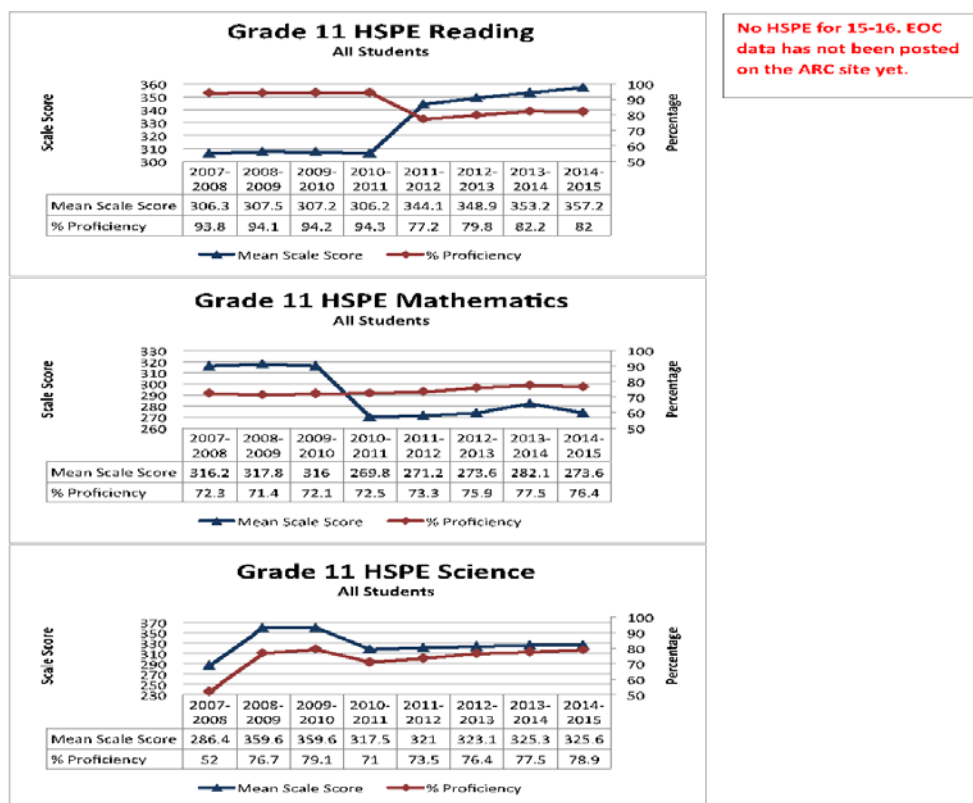e students compared to other ethnic groups. A significant difference exists between nearly all groups compared to Whites.
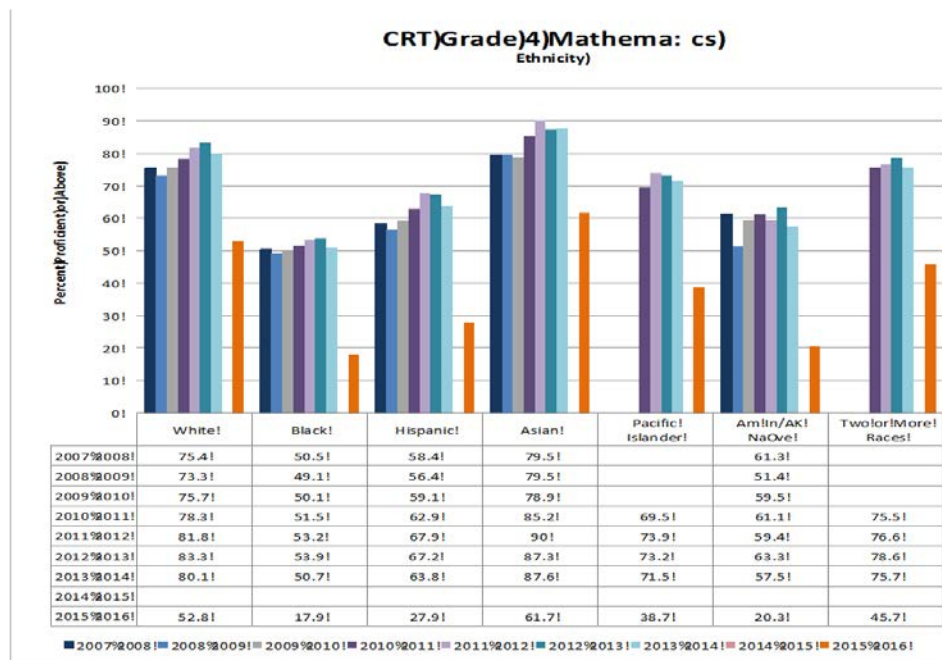

CRT Grade 4 Mathematics (Ethnicity)

	White	Black	Hispanic	Asian	Pacific Islander	Am In/AK Native	Two or More Races
2007-2008	75.4	50.5	58.4	79.5		61.3	
2008-2009	73.3	49.1	56.4	79.5		51.4	
2009-2010	75.7	50.1	59.1	78.9		59.5	
2010-2011	78.3	51.5	62.9	85.2	69.5	61.1	75.5
2011-2012	81.8	53.2	67.9	90	73.9	59.4	76.6
2012-2013	83.3	53.9	67.2	87.3	73.2	63.3	78.6
2013-2014	80.1	50.7	63.8	87.6	71.5	57.5	75.7
2014-2015							
2015-2016	52.8	17.9	27.9	61.7	38.7	20.3	45.7

Figure 6 Grade 4 Mathematics performance by ethnicity

CRT Grade 4 Reading Proficiency Gaps (Ethnicity)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
W-B	25.3	25.9	25.4	29.1	26.4	27.6	27.5		32.7
W-H	24	25.2	23.1	21.6	18.6	18.8	19.3		23
W-A	-0.8	2.8	2.3	-2.7	-4.1	-2.9	-8.7		-7.4
W-P				11	8.7	11.1	10.4		11.8
W-AI/AK	15.9	20.2	15.7	18.5	21.5	21.4	25.4		31.5
W-T				3	5	4.2	4		4.3

CRT Grade 4 Mathematics Proficiency Gaps (Ethnicity)

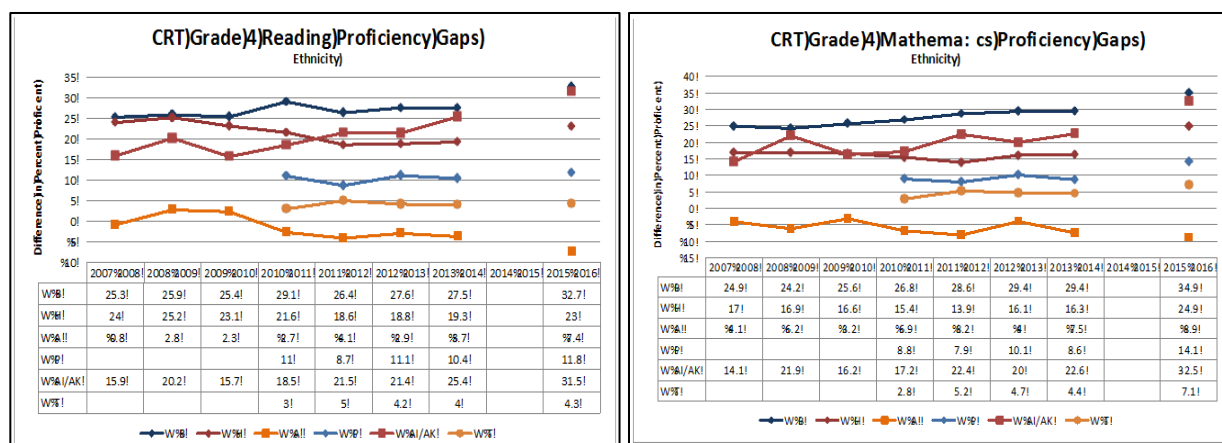|	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
W-B	24.9	24.2	25.6	26.8	28.6	29.4	29.4		34.9
W-H	17	16.9	16.6	15.4	13.9	16.1	16.3		24.9
W-A	-4.1	-6.2	-3.2	-6.9	-8.2	-4	-7.5		-8.9
W-P				8.8	7.9	10.1	8.6		14.1
W-AI/AK	14.1	21.9	16.2	17.2	22.4	20	22.6		32.5
W-T				2.8	5.2	4.7	4.4		7.1

Figure 7 Grade 4 Reading and Mathematics proficiency gaps by ethnic group when compared to Whites

Special Populations

Data for the three primary special population groups; IEP, EL, and FRL are of a more complex nature. There exists a correlation between EL students and FRL students. This correlation, or covariance, between groups means that an overlap exists between the two data sets. As such, a change in values for

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one group necessarily means a change in the other will exist, thus making an understanding of the factors affecting such changes more challenging. Figure 8 illustrates the overall pattern for IEP, EL, and FRL groups for grade 4 Reading and Mathematics.
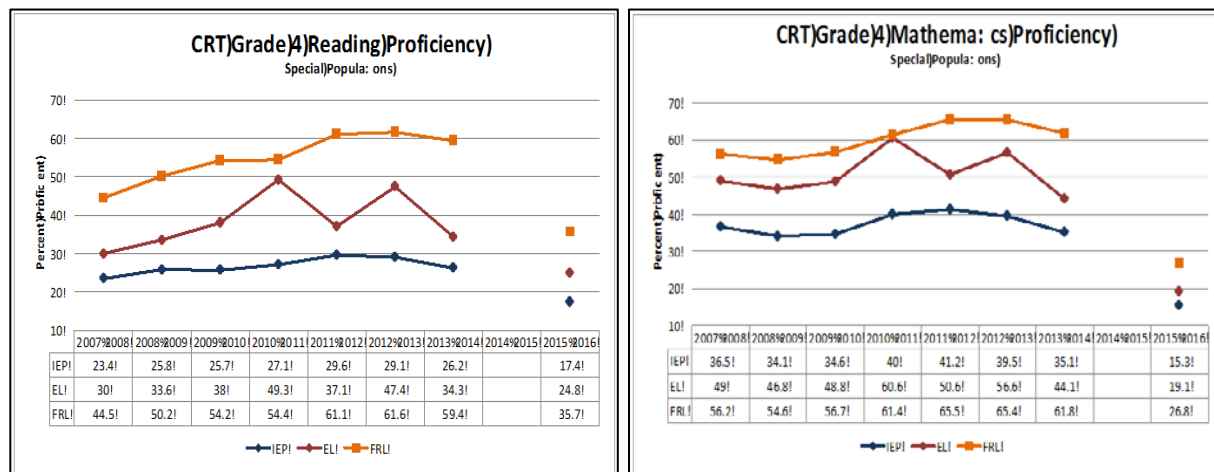

CRT Grade 4 Reading Proficiency
Special Populations

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
IEP	23.4	25.8	25.7	27.1	29.6	29.1	26.2		17.4
EL	30	33.6	38	49.3	37.1	47.4	34.3		24.8
FRL	44.5	50.2	54.2	54.4	61.1	61.6	59.4		35.7

CRT Grade 4 Mathematics Proficiency
Special Populations

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
IEP	36.5	34.1	34.6	40	41.2	39.5	35.1		15.3
EL	49	46.8	48.8	60.6	50.6	56.6	44.1		19.1
FRL	56.2	54.6	56.7	61.4	65.5	65.4	61.8		26.8

Figure 8 Grade 4 Reading and Mathematics proficiency by special population

The data appear to show a positive trend over the previous five years with a decline across all subgroups in 2013-2014. This pattern is consistent with the "All Student" analysis described earlier in this report. The corresponding NAEP data show a statistically significant increase in student performance over the same time period.

Aside from the overall performance of students, scores of dichotomous groups are compared to evaluate the status of any systematic gap in scores. For example, assessment scores of students qualifying for aid under the FRL program, which serves as an indicator of socioeconomic status, are compared to scores of those students who do not qualify for this aid and therefore are presumed to be in a higher socioeconomic group. The gaps between grade 4 percent proficient in special populations are shown in Figure 9. Again, small fluctuations in slope do not necessarily indicate statistically significant change.

CRT Grade 4 Reading Proficiency Gaps
Special Populations

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
IEP GAP	37.9	40.4	43.7	41.7	45.3	46.3	47.4		33.2
EL GAP	34.9	36.7	35.6	21.9	40.3	29.8	41.1		29.2
FRL GAP	24.4	22.8	23.7	24.3	22.2	22.5	23.1		27.2

CRT Grade 4 Mathematics Proficiency Gaps
Special Populations

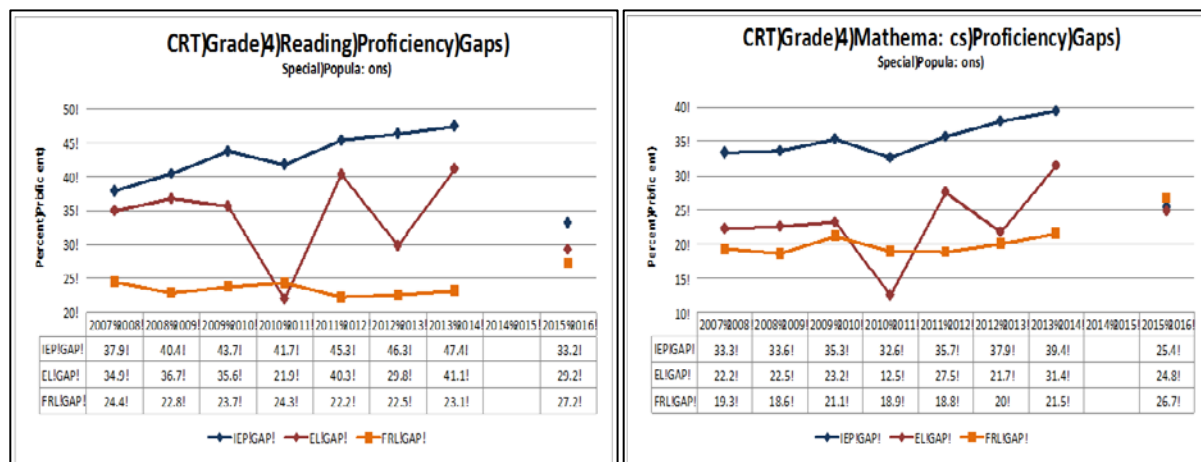|	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
IEP GAP	33.3	33.6	35.3	32.6	35.7	37.9	39.4		25.4
EL GAP	22.2	22.5	23.2	12.5	27.5	21.7	31.4		24.8
FRL GAP	19.3	18.6	21.1	18.9	18.8	20	21.5		26.7

Figure 9 Grade 4 Reading and Mathematics proficiency gaps between students identified as part of a special population and their counterparts not identified as such

Career and Technical Education

The Nevada Office of Career Readiness, Adult Learning, and Education Options serves a breadth of students who are focused on more technical academic experiences as they grow into individuals who are college and career ready. A variety of performance indicators are available to review CTE student performance. Beyond providing a means of monitoring success, the data have the potential to provide insight into some of the motivation and drive that result in students taking CTE coursework. During the 2015-2016 school year, all grade levels experienced increased enrollment in CTE programs with an overall increased enrollment in CTE enrollment of 12% from 2014-2015 (56,544) to 2015-2016 (63,294). Ninth grade experienced the most significant increase (see Figure 10).
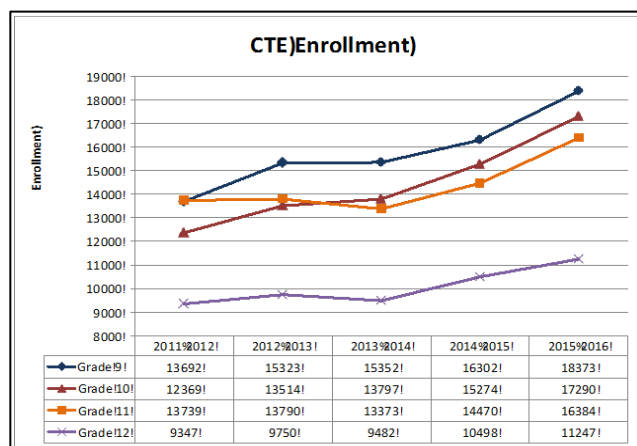
Figure 10 Career and Technical Education enrollment by year

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grade 9	13692	15323	15352	16302	18373
Grade 10	12369	13514	13797	15274	17290
Grade 11	13739	13790	13373	14470	16384
Grade 12	9347	9750	9482	10498	11247

Tables 1 and 2 show performance of grade 11 students on the Math, Reading, and Writing components of the 2014-2015 administration of the High School Proficiency Exam (HPSE) appears similar overall, however there appears to be a trend for CTE students to have slightly higher scores especially for Black and Hispanic students.

#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof

Table 1 CTE and State grade 11 HSPE percent proficient by subpopulation

Am In/AK native

014-2015
School Year

Table 2 CTE and State grade 11 HSPE percent proficient by ethnicity

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Graduation Rates

Beginning in the 2011-2012 academic year, a new formula has been used in the calculation of graduation rates. The new designation is "Cohort Graduation Rate." Overall, the statewide graduation rate has remained relatively the same over the past three years. Figure 11 shows the cohort graduation rate disaggregated by ethnicity as well as the statewide total. Figure 12 provides similar data for CTE students. Figure 13 shows the Nevada high school cohort graduation rate - CTE graduation rates compared to all Nevada student graduation rates. Notably, it appears that CTE students have consistently higher graduation rates than the general student population in Nevada. The CTE cohort graduation rate measures the graduation rates of students who reach concentrator status by completing two credits in a CTE course sequence.
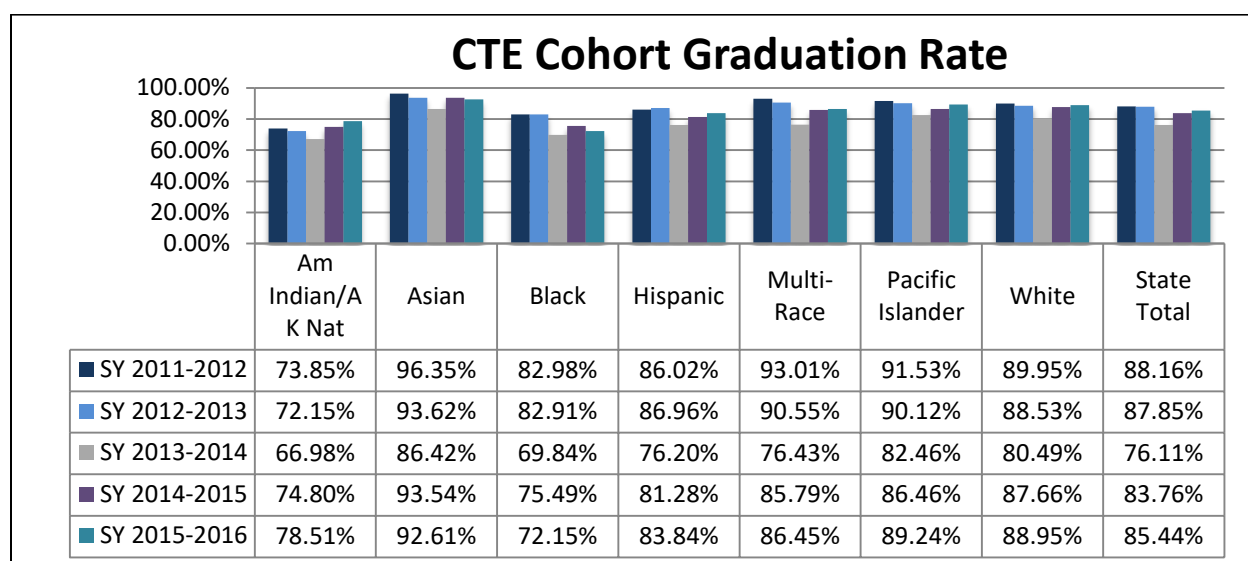
Statewide Cohort Graduation Rates by Ethnicity

	Am Indian/AK Nat	Asian	Black	Hispanic	Multi-Race	Pacific Islander	White	State Total
SY 2010-2011	52.48%	73.16%	43.91%	53.44%	79.93%	80.17%	71.22%	61.96%
SY 2011-2012	53.92%	74.78%	48.28%	54.86%	77.73%	72.23%	72.42%	63.08%
SY 2012-2013	58.67%	82.03%	56.71%	64.39%	80.14%	74.77%	77.20%	70.65%
SY 2013-2014	52.33%	84.33%	53.87%	64.59%	75.65%	73.94%	76.91%	70.00%
SY 2014-2015	58.40%	84.73%	55.46%	66.70%	75.63%	71.04%	78.04%	70.77%
SY 2015-2016	64.71%	87.92%	56.53%	69.74%	76.84%	75.92%	79.88%	73.55%

Figure 11 Statewide cohort graduation rates by ethnicity

CTE Cohort Graduation Rate

	Am Indian/AK Nat	Asian	Black	Hispanic	Multi-Race	Pacific Islander	White	State Total
SY 2011-2012	73.85%	96.35%	82.98%	86.02%	93.01%	91.53%	89.95%	88.16%
SY 2012-2013	72.15%	93.62%	82.91%	86.96%	90.55%	90.12%	88.53%	87.85%
SY 2013-2014	66.98%	86.42%	69.84%	76.20%	76.43%	82.46%	80.49%	76.11%
SY 2014-2015	74.80%	93.54%	75.49%	81.28%	85.79%	86.46%	87.66%	83.76%
SY 2015-2016	78.51%	92.61%	72.15%	83.84%	86.45%	89.24%	88.95%	85.44%

Figure 12 CTE cohort graduation rates by ethnicity

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Nevada High School Cohort Graduation Rate for All Students and for CTE Students

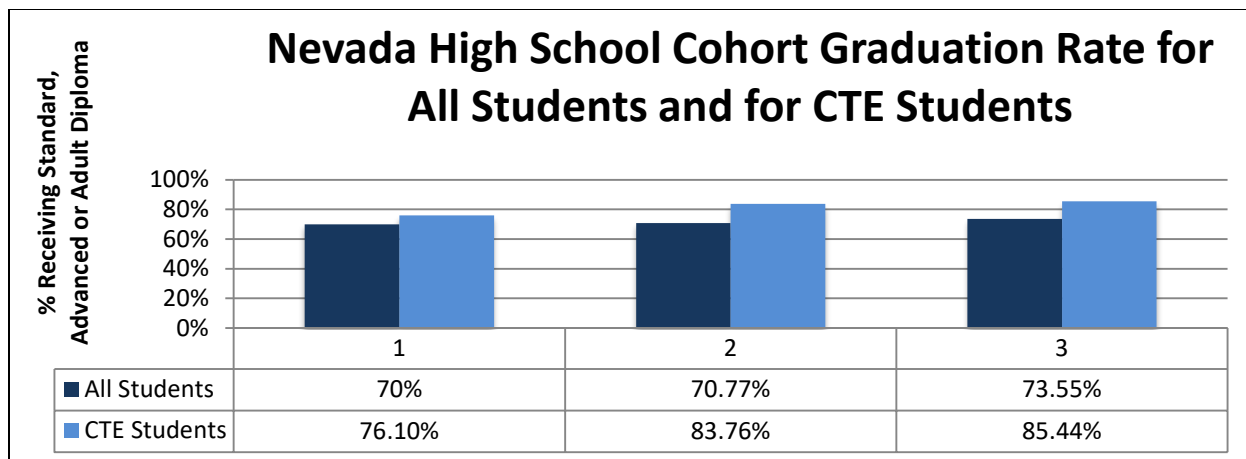|	1	2	3
All Students	70%	70.77%	73.55%
CTE Students	76.10%	83.76%	85.44%

Figure 13 Nevada high school cohort graduation rate for all students and for CTE students

Disciplinary Incidents

Historically the Department of Education has tracked six categories of discipline incidents:

- Violence to Other Students
- Violence to School Staff
- Possession of Weapons
- Distribution of Controlled Substances

- Possession of Use or Controlled Substances
- Possession of Use of Alcoholic Beverages

During the 2011-2012 school year a seventh factor, Bullying, Cyber Bullying, Harassment & Intimidation, was added. As of 2013–2014 school year, harassment and intimidation were no longer identified as violations of a Safe and Respectful Learning Environment: the definitions of these two incidents were combined under the definitions of Bullying and Cyber-Bullying. Figure 14 shows the number of Bully and Cyber-Bullying incidents during the 2015-2016 school year. Figure 15 shows the change in discipline incidents over the past eight years for each category.

Student Discipline Incidents

2015 - 2016

- Violence to Other Students
- Violence to School Staff
- Possession of Weapons
- Distribution of Controlled Substances
- Possession or Use of Controlled Substances
- Possession or Use of Alcoholic Beverages
- Bullying and Cyber Bullying resulted in suspension and expulsion
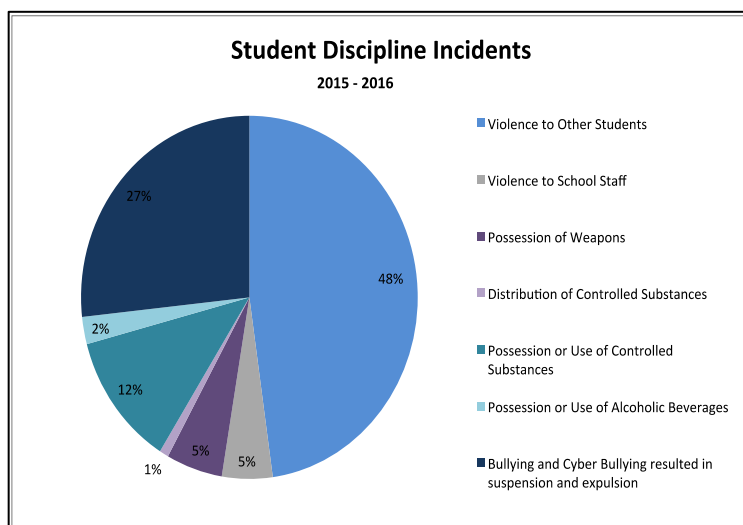
Figure 14 Student discipline incidents, 2015-2016

Change in Discipline Incidents
2007-2016

	Violence to Other Students	Violence to School Staff	Possession of Weapons	Distribution of Controlled Substances	Possession or Use of Controlled Substances	Possession or Use of Alcoholic Beverages
2007-2016	-0.81%	197.91%	2.69%	-70.10%	267.66%	-21.36%
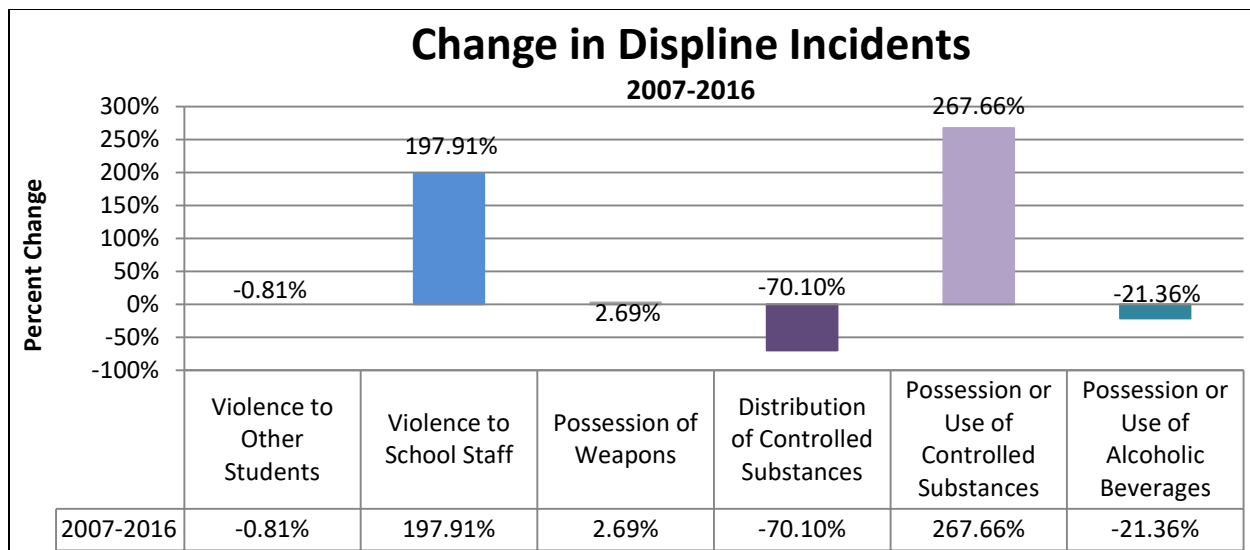
Figure 15 Change in discipline incidents, 2007-2016

FISCAL INFORMATION

Expenditure'Per'Student'

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total Expenditures	$7,135.00	$7,742.00	$8,457.00	$8,515.00	$7,716.00	$8,353.00	$8,274.00	$8,576.00	$8,785.00
Instruction	59.8%	63.1%	59.7%	60.1%	66.1%	59.4%	58.0%	58.6%	58.7%
Instruction Support	14.4%	10.4%	10.2%	10.9%	11.1%	10.7%	11.7%	10.9%	10.4%
Operations	18.3%	19.1%	21.4%	21.4%	15.3%	22.3%	22.6%	22.8%	22.7%
Leadership	7.5%	7.4%	8.6%	7.5%	7.5%	7.6%	7.6%	7.7%	8.2%

Figure 16 provides data on per pupil expenditures. By far, the majority of funding per pupil is devoted to instruction, with the second highest going towards operations. There appears to be an inverse relationship between these two areas during the previous six years and a slight increase in both during the 2014-2015 school year. [NOTE: While Department information on the state of local finances is somewhat limited by the State Accountability Information Network, Section 5 of this plan contains strategies dealing with the allocation of resources.]
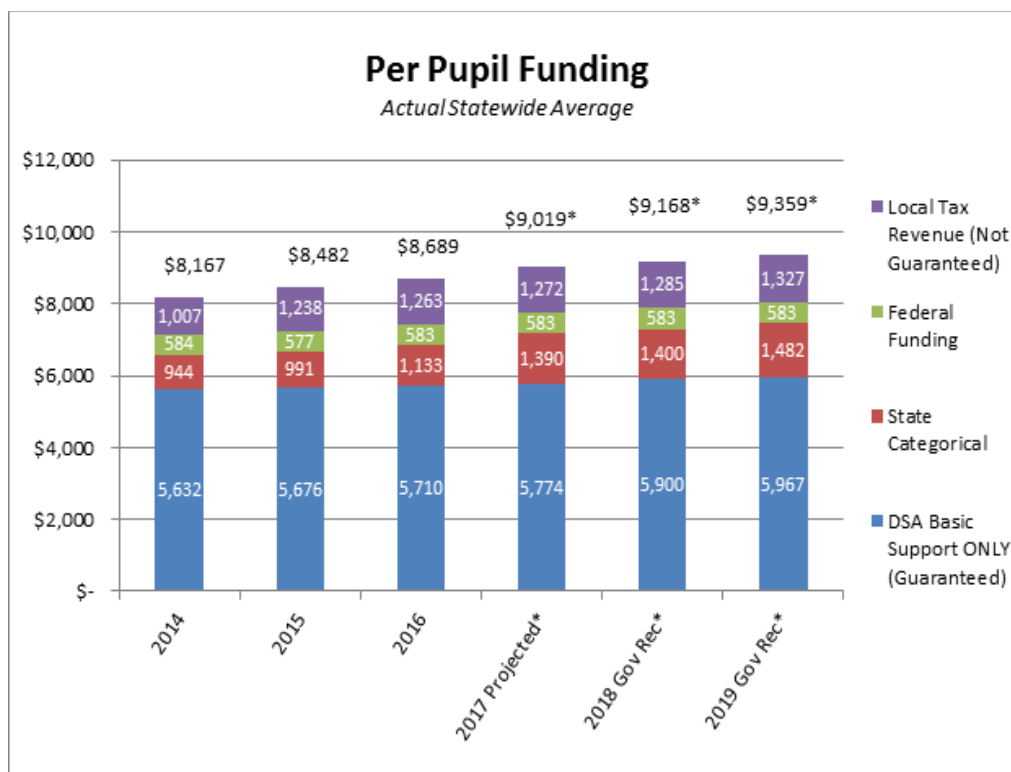
Figure 17 Per pupil funding

Figure 17 shows an increase in per pupil funding from 2014 to the Governor's recommended budget in 2019. Local tax revenue, state categorical funding, and DSA basic support guarantee has all increased.

TEACHER AND CLASSROOM DATA

In accordance with the U.S. Department of Education (USDE)'s "Excellent Educators for All" initiative requirements, the Department received notification that the 2015 Nevada Plan to Ensure Equitable Access to Excellent Educators was approved on September 10, 2015. In addition to the federal requirement that states develop a plan to ensure that students from low-income families and students of color are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, Nevada also included steps to address the equity issue for students with disabilities and English learners. Nevada is committed to ensuring that all students, but particularly those in these subgroups, have access to effective teachers and school leaders. Additionally, the number of teacher vacancies during the 2016-2017 school year is of particular concern, even though improvements have been made since the 2015-2016 year, and is represented in Table 3.

Staffing/Vacancy Data Comparisons 2015-2016 to 2016-2017								
	November 2016			December 2015			Difference 15-16 to 16-17	
	Total Staffing	Total Vacancies	% Vacant Positions	Total Staffing	Total Vacancies	% Vacant Positions	# Diff	% Diff
Statewide	22,781	578	2.5%	21,972	817	3.7%	-239	-1.18%
Clark	15,808	437	2.8%	15,695	698	4.4%	-261	-1.68%
Washoe	4,004	34	0.8%	3,127	27	0.9%	7	-0.01%
Others/ Rurals	2,969	108	3.6%	3,151	92	2.9%	16	0.72%
Victory	1,168	47	4.0%	1,071	95	8.9%	-48	-4.85%
Zoom	2,638	87	3.3%	1,660	94	5.7%	-7	-2.36%
Focus	1,153	62	5.4%	1,135	74	6.5%	-12	-1.14%
Priority	1,371	59	4.3%	1,328	99	7.5%	-40	-3.15%
1-Star	516	25	4.8%	460	39	8.5%	-14	-3.63%
2-Star	4,811	218	4.5%	4,729	304	6.4%	-86	-1.90%
3-Star	10,071	204	2.0%	9,813	354	3.6%	-150	-1.58%
4-Star	3,672	61	1.7%	3,548	67	1.9%	-6	-0.23%
5-Star	3,076	40	1.3%	3,000	39	1.3%	1	0.00%

Table 3 Statewide teacher vacancy as reported by districts

SCHOOL PERFORMANCE PLANS

All public school principals, in consultation with staff, must prepare a plan to improve the achievement of pupils enrolled in the school (NRS 385.357). This plan, known as the School Performance Plan (SPP), is developed by completing a comprehensive needs analysis in order to determine the priority needs/goals, measurable objectives and action steps for the school to address and implement in order to improve. It is submitted annually to several state agencies and entities, including the State Board and the Department of Education.

Legislation passed during the 2015 Legislative Session requires the State Board to review the SPPs, determine common problems being identified by Nevada schools, and make recommendations to the Department on how to best support the needs of schools. The Department along with stakeholders reviewed the SPPs and the following themes have emerged, some of which mirror problems identified in Section 2:

- Increasing student achievement in ELA and Mathematics;
- Providing professional development to teachers in order to increase effective instructional practices and skills in delivering curriculum aligned to state standards;
- Providing structures, such as professional learning communities, for teachers to effectively analyze student data and use the data to inform instruction;
- Improving the school's climate and culture; and
- In high schools, increasing graduation rates for all students.

SECTION 2: COMMON PROBLEMS AND FACTORS

State law requires this plan to include the "identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis" of certain data (outlined in Section 1 above). The Department has identified six problem areas that are readily apparent in the most recent student and school performance data:

1. Student performance in reading;
2. Student performance in mathematics;
3. Student performance at the middle school level;
4. Achievement gaps between student subgroups;
5. Early childhood preparation; and
6. College and Career Readiness

In addition, conversations between Department staff and stakeholders led to the identification of three key levers for improving Nevada's student achievement. The three key levers are:

1. Identifying and improving the state's lowest performing schools;
2. Developing and supporting great school leaders; and
3. Making data informed policy and instructional decisions.

Presented in Section 3 are the strategies for improvement in each of these identified content areas, with a statement describing the problem or factor, the assignment of Department personnel, measurement criteria, and associated timelines. Several "cross-cutting" strategies are also presented.

SECTION 3: GOALS, OBJECTIVES, TIMELINE, AND STRATEGIES FOR IMPROVEMENT

The Department engaged in months of stakeholder engagement in preparation for the development and submission of its Every Student Succeeds Act Plan and new Five-Year Strategic Plan, which was adopted by the State Board of Education in December of 2016. Department staff reviewed data and research to identify critical strategies within and across offices that will result in increased student achievement and educator effectiveness. This process resulted in a number of objectives nested under each goal that defines the focus of each office within the Department. Alignment of the work by Department staff and the State Improvement Plan is evident in the following outline of the goals, objectives, and timelines. Each office, in consultation with leadership, is tasked with identifying the work or strategies that will result in the measurable objectives listed below, which align with the common problems and factors identified within the STIP. It is our belief that these goals and objectives are aligned with the Department's vision, mission, and priorities (see page 4) and with Nevada's Strategic Plan for P-12 Educational Excellence (adopted in 2016). However, the presentation of the goals and objectives below contemplate a future review of the strategic plan given many of the timelines are, by their nature, extend beyond the "annual" nature of this particular plan. Please note that some objectives will not yet have a baseline or identify progress because of the testing irregularity.

Through the Department's stakeholder engagement during the course of its Every Student Succeeds Act plan development the Department developed, and the State Board adopted, a goal to become the fastest improving state in the nation. The long-term goals and annual benchmarks outlines the current state of student achievement and the progress that would need to be made to exceed the improvement of the state that had the fastest improvement on that particular measure over the previous five-year period.

Early Childhood Program Quality Long-term Goals and Annual Benchmarks

Goal	4 or 5 Star Rating	Annual Targets	Interim 4 or 5 Star Rating Goal	Long-term 4 or 5 Star Rating Goal
The fastest improving state for increasing the number of 4- and 5- star early childhood programs.	2015-2016 **12**	2016-2017 **15** 2017-2018 **20** 2018-2019 **25**	2019-2020 **30**	2021-2022 **40**

Special Education Inclusion in Early Childhood Programs Long-term Goals and Annual Benchmarks

Goal	Baseline Percent Inclusion	Annual Targets	Interim Inclusion Goal	Long-term Inclusion Goal
The fastest improving state for including children with disabilities in inclusive early childhood programs.	2015-2016 **30.2%**	2016-2017 **33%** 2017-2018 **40%** 2018-2019 **50%**	2019-2020 **60%**	2021-2022 **75%**

English Language Proficiency Long-term Goals and Annual Benchmarks

Goal	Baseline Score	Annual Targets	Interim Score Goal	Long-term Score Goal: 2
The fastest improving state on the English Language Proficiency Exam.	2015-2016 **24.9%**	2016-2017 **39%** 2017-2018 **53%** 2018-2019 **67%**	2019-2020 **81%**	2021-2022 **95%**

*Nevada's Long-term Goal is that 95% of ELs will attain English language proficiency within five years of identification. This will be measured by aggregating the number of ELs who achieve Nevada's exit criteria over a five-year period.

Smarter Balanced Assessments Long-term Goals and Annual Benchmarks

Goal	Proficient	Annual ELA Targets	Annual Math Targets	Interim Proficient Goal	Long-term Proficient Goal
The fastest improving state for increasing student achievement on Smarter Balanced assessments.	2015-2016 ELA **48%** 2015-2016 Math **34%**	2016-2017 **51%** 2017-2018 **54%** 2018-2019 **57%**	2016-2017 **36%** 2017-2018 **37%** 2018-2019 **38%**	2019-2020 ELA **59%** Math **39%**	2021-2022 ELA **61%** Math **41%**

High School Graduation Long-term Goals and Annual Benchmarks

Goal	Class of 2015	Annual Targets	Interim Graduation Rate Goal	Long-term Graduation Rate Goal
The fastest improving state for increasing high school graduation rates.	**70.77%**	2016-2017 **73%** 2017-2018 **75%** 2018-2019 **77%**	2019-2020 **80%**	2021-2022 **84%**

ACT Long-term Goals and Annual Benchmarks

Goal	Baseline Composite Score	Annual Targets	Interim Graduation Rate Goal	Long-term Graduation Rate Goal:
The fastest improving state for increasing ACT benchmark scores.	2015-2016 **17.7**	2016-2017 **17.9** 2017-2018 **18.1** 2018-2019 **18.3**	2019-2020 **18.5**	2021-2022 **20**

NAEP Proficiency Long-term Goals and Annual Benchmarks

Goal	Baseline Score 2015	Annual Targets 2017	Annual Targets 2019	Interim NAEP Score Goal: 2021	Long-term NAEP Score Goal: 2023
The fastest improving state for NAEP proficiency.	**Grade 4** Science **142** Writing **145** Reading **214** Math **234**	**Grade 4** Science **143** Writing **147** Reading **216** Math **236**	**Grade 4** Science **145** Writing **149** Reading **218** Math **238**	**Grade 4** Science **147** Writing **151** Reading **220** Math **240**	**Grade 4** Science **149** Writing **153** Reading **222** Math **242**
	Grade 8 Science **149** Writing **143** Reading **259** Math **275**	**Grade 8** Science **150** Writing **145** Reading **261** Math **277**	**Grade 8** Science **151** Writing **147** Reading **262** Math **279**	**Grade 8** Science **152** Writing **149** Reading **264** Math **281**	**Grade** Science **153** Writing **151** Reading **266** Math **283**

The table that follows is an outline of the Five-year-Strategic Plan adopted by the State Board in December 2016.

Goal 1: All students are proficient in reading by the end of 3rd grade. (Deputy Superintendent Barley) Goal 2: All students enter high school with skills necessary to succeed. (Deputy Superintendent Barley) Goal 3: All students graduate college, career, and community ready. (Deputy Superintendent Barley)	Goal 4: All students served by effective educators. (Deputy Superintendent Durish)	Goal 5: Efficient and effective use of public funds in service to students. (Deputy Superintendent Rahming)	Goal 6: All students learn in an environment that is physically, emotionally, and intellectually safe. (Director McGill)
1. Strong Start (Patti Oya) [Goal 1 Only] • Improve the quality of early childhood (birth-3rd grade) programs. • Increase access to high quality childhood programs. • Establish an aligned system of screening and assessment across early childhood programs. • Improve effective literacy instruction for emergent skills and domains of literacy. **2. Standards and Instruction (Dave Brancamp)** • Establish the Nevada Ready Network to collaborate on both instructional practices and professional learning opportunities aligned to student data. • Facilitate the alignment of the Nevada diploma requirement to the College and Career Ready standards. • Expand the access to the Nevada Instructional Materials Resource Center through stewardship of statewide-developed material. **3. Assessment (Peter Zutz)** • Administer valid and reliable assessments that are aligned to the academic content standards. • Communicate with key stakeholders on all matters related to the statewide assessment system. • Support the use and understanding of assessment data (formative/interim/summative). **4. Accountability (Peter Zutz)** • Provide meaningful and actionable data to internal and external stakeholders and assist in the interpretation of the accountability model and data. • Create an accountability system that is easily understood by all internal and external stakeholders. • Include indicators and data points that promote the values of Nevada stakeholders. • Hold every District and school to high standards for school and student level progress and proficiency. **5. School Improvement (Seng-Dao Keo)** • Establish a framework for an aligned school improvement approach. • Align school and LEA needs assessment, planning, evaluation, funding, interventions, and support to the school improvement framework. • Implement state strategies to address chronic underperformance through available mechanisms (e.g., NDE MOU, SB 92, and the NV ASD). • Support and develop the capacity of school leadership as one key lever to change school outcomes and close opportunity gaps. • Implement SEA-LEA continuous improvement cycle to systematically enhance the quality of practices and programs, scale successes, and organize highly coordinated cross-sector collaboration to achieve significant change. **6. College and Career Readiness (Vacant) [Goal 3 Only]** • Establish benchmarks in NSPF for career readiness, skill attainment, and employability. • Tie grant funding to completion. • Establish and/or scale quality CTE programs aligned to industry need. • Expand access to advanced coursework, dual enrollment, work based learning experiences.	**7. Equitable Distribution of Effective Educators (Kathleen Galland-Collins)** • Revise the NV Educator Equity Plan to identify and address equity gaps. • Develop and implement a coherent and rigorous review, approval, evaluation, and accountability system for in-state educator preparation programs aligned with NEPF and NVACS. • Revise educator licensure requirements to support reciprocity, reflect meaningful readiness measures, and meet 21st century educator workforce needs. • Build capacity of school leaders through a statewide NEPF implementation monitoring system. • Recognize and support effective educators and create opportunities for teacher leadership. **8. Support Educator Capacity to Engage Parents and Families (Cynthia Santos)** • Analyze family engagement data and provide feedback • Support family engagement best practice by coordinating state, regional, and district resources. • Collaborate with educator preparation providers to build educator capacity to engage families.	**9. Fiscal Transparency (Nate Hanson)** • Improve public communications. • Improve external reporting. • Modernize audit methodologies utilizing technology. • Build internal systems and effectiveness. **10. Strategically Administer Grants to aligned goals. (Nate Hanson)** • Provide guidance on grants use and flexibility to internal and external stakeholders. • Identify & replicate effective practices in braiding/ blending funds	**11. Students and adults develop social and emotional competencies. (Christy McGill)** • OSRLE is responsive and proactive to the needs and goals of NRS 388. • Create shared systems between schools and partners for the promotion of social and emotional competencies. • Adopt, train, and implement state level social and emotional standards with shared indicators. **12. Empower students to overcome challenges and achieve their educational goals through a system of care that ensures a rapid response to student needs.** • Partner to support schools in implementing evidence-based multi-tiered systems of school based support and wellness. • Define, adopt, train, and implement multi-tiered system of support. • Increase student access to school social workers, safe school professionals, and behavior health support personnel.

Goal 1: All students are proficient in reading by the end of 3rd grade.

Goal 2: All students enter high school with the skills necessary to succeed.

Goal 3: All students graduate college, career, and community ready.

Objective 1 – Strong Start [Goal 1 Only]

Quality early childhood (Birth – 3rd Grade) environments that includes the establishment of effective system of early literacy instruction and intervention is the key to developing solid groundwork for learning – one that ensures equal access to future success for all Nevada children.

- ➤ **Strategy 1.1: Improve the quality of early childhood (Birth – 3rd grade) programs.**
- ➤ **Strategy 1.2: Increase access to high quality early childhood programs.**
- ➤ **Strategy 1.3: Establish an aligned system of screening and assessment across early childhood programs.**
- ➤ **Strategy 1.4: Improve effective literacy instruction for both emergent skills and the domains of literacy.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Number of seats in 4 -and 5-star Quality Rating & Improvement System (QRIS) programs • Number of 4 and 5 star QRIS programs	• 1167 seats (3.7% of state total) • 12 programs (4% of state total)	➤ 3500 seats (11% of state total) ➤ 30 programs (10% of state of total)
• Number of children who are receiving child care subsidies (at or below 130% Federal poverty level) enrolled in a 4- or 5-star rated program	• Four children receiving subsidies in 4 and 5 star rated programs (.04% of total eligible)	➤ 875 children receiving subsidies in 4 and 5 star rated programs (12% of total eligible)
• Number of children ages 3-5 with IEPs who are attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program	• 30.2% (2015 Annual Performance Report Indicator 6a data)	➤ Increase to 60%
• Increase the number of students ready based on the Kindergarten Entry Assessment	• Baseline data to be collected 2017/18 school year	➤ Goal to be set after baseline data is collected
• Increase the number of students who are proficient in reading as measured by the Measures of Academic Progress (MAP) reading assessment	• Baseline data to be collected 2017/18 school year	➤ Goal to be set after baseline data is collected

Objective 2 – Standards and Instruction

Standards are designed to encourage the highest achievement of all students by defining the minimal knowledge, concepts, and skills that the students should acquire at each grade level. Aligned standards provide consistency across programs, schools, and grade levels and ensure a smooth transition from grade to grade.

Standards-based instruction is a continuous teaching/learning cycle that includes the critical elements of planning, instructing, and assessing that are necessary to ensure all students actively engage with and ultimately master the Nevada Academic Content Standards (NVACS).

Every school district in Nevada will have a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning, and assessment practices in every classroom, every day.

- ➢ **Strategy 2.1: Establish the Nevada Ready Network to collaborate on both instructional practices and professional learning opportunities aligned to student data.**
- ➢ **Strategy 2.2: Facilitate the alignment of the Nevada diploma requirement to the College and Career Ready standards.**
- ➢ **Strategy 2.3: Expand the access to the Nevada Instructional Materials Resource Center through stewardship of statewide-developed material.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Professional Learning Targets for each year are based on the needs aligned to the results on the MAP tests over the previous year's results that are aligned to the current NVACS • Review Regional Professional Development Program's (RPDP) Annual Professional Learning Plan	Baseline data to be collected 2017/18 school year	• School proficiency levels raised in each grade level 2% per year in ELA
• Professional Learning Targets for each year are based on the needs aligned to the results on the Smarter 3-8 assessments from the previous year that are aligned to the current NVACS	• TBD based on this year's data set Smarter 3-8 recently released data set from Assessment, Data & Accountability Management and Data Recognition Corporation	• ALL students demonstrate an increased proficiency level for ELA to at least 61% and math to 41% by 2021 • There is an increase in the overall state percentage each year from 2015-16 through 2020-21
• Credit counts from each district for each high school student stored in a longitudinal data system to track the progress and	• TBD based on this year's data set from the ACT scores • Credit counts of current	• ACT scores will improve from 17.4 to 20 by 2021 • 80% of all students in Nevada are demonstrating

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
completion rates compared to aligned courses for CCR standards	HS students as well as projections for "2017", "2018", "2019" cohorts	proficiency on CCR standards through credits; EOC cut score of Level 2 or higher and graduation rates • There is an increase in the overall state percentage each year from 2015-16 through 2020-21

Objective 3 – Assessment

To meet the needs of students and teachers as well as federal requirements, Nevada has created a valid and reliable state assessment system aligned to NVACS. The Nevada Assessment System will inform the trajectory of areas such as with reading proficiency from pre-K through grade three and later in ELA, Mathematics, and Science in middle and in high school. This data reflects progress towards college and career readiness.

> ➢ **Strategy 3.1: Administer valid and reliable assessments that are aligned to the academic content standards.**
> ➢ **Strategy 3.2: Communicate with key stakeholders on all matters related to the statewide assessment system.**
> ➢ **Strategy 3.3: Support the use and understanding of assessment data (formative/interim/summative).**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• State assessment system passes Federal Peer Review	• The Nevada Assessment System is currently aligned to federal peer review requirements • Continue test development to meet federal requirements and best practice	• Continue test development to meet federal requirements. • Demonstrate continuous improvement of test development to match the evolving best practice research in the field
• Stakeholders will develop a comprehensive knowledge of the relationship between standards, assessment, curriculum, and instruction • Stakeholders have timely reports and have knowledge of how to analyze and interpret results	• Needs assessments indicate a stakeholder need for training on the relationship between standards, assessment, curriculum, and instruction • Results provided and stakeholders' needs identified	• Improved stakeholder assessment literacy leads to improved student outcomes. • Consistent communication facilitates development of stakeholder assessment literacy, which leads to improved student outcomes

Objective 4 – Accountability

A valid and reliable accountability system is the foundation for all school and District related data reporting and generates all data reports required by state and Federal law. As a repository for meaningful and actionable data, the accountability system provides accurate, useful, honest, and on-time data and assists in rigorous analysis to identify whether schools and Districts are improving and are preparing students for success in college and career. The system tracks student learning progress, is essential to monitoring school quality, informs instructional practices and is helpful to parents in informing school selection.

> ➢ **Strategy 4.1: Provide meaningful and actionable data to internal and external stakeholders and assist in the interpretation of the accountability model and data.**
> ➢ **Strategy 4.2: Create an accountability system that is easily understood by all internal and external stakeholders.**
> ➢ **Strategy 4.3: Include indicators and data points that promote the values of Nevada stakeholders.**
> ➢ **Strategy 4.4: Hold every District and school to high bar for school and student level progress and overall proficiency.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Development of a Multiple Measure Data Portal • Data Portal indicators developed through collaboration between and engagement with NDE Departments and Nevada stakeholders • 2016-17 Accountability Reports accessed through a new Multiple Measure Data Portal	• Current system is comprised of disconnected reporting sites (NSPF, Nevada Report Card, QRIS, Nevada Educator Performance Framework, school improvement, Infinite Campus, fiscal, etc.)	• A common technology platform with one user interface across multiple systems and navigational paths that delivers the right information at the right time to the right people for the improvement of instruction and ultimately, student success
• Data from Assessment vendor on time, clean, and reliable • Collaboration and partnership with Nevada stakeholders and systems such as LEA's and Infinite Campus	• Assessment vendor data has been late, not accurate, and missing • Multiple data requests	• 100% accountability data reports released are trustworthy because they are accurate, honest, useful and on-time
• Accurate reports that meet expectation of laws and submitted by or before required publishing date	• Evert Student Succeeds Act, Nevada Report Card, EdFacts, NSPF, NAEP	• 100% accountability data reports released are accurate, honest, useful and on-time
• Active stakeholder engagement. • Published data reports are trusted and stand as statement of truth	• Revised NSPF 2.0 and APF • Accountability Advisory Committee • ESSA Accountability Workgroup	• System trusted as a source of reliable and accurate school and district achievement

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Increased graduation rates • Increased proficiency	• 27 1-star schools • 130 2-star schools	• Reduce the number of 1- and 2-star schools by 30%
• Growth reports are timely and accurate	• WIDA: Fall 2017 • GM: Fall 2017	• Growth Model integrated into Data Portal

Objective 5 – School Improvement

Nevada will create systemic improvements in the lowest-performing schools by supporting their implementation of improvement strategies with evidence- and research-based interventions. All schools currently identified as 1- and 2-star schools will be at least 3-stars in three years (on a 1-5 rating scale). Schools that have not yet reached 5-stars, or are the furthest from that rating, must have a plan to get there. The Department has a moral and statutory obligation to ensure that schools in all zip codes are performing at the highest levels for students across the state.

> ➢ **Strategy 5.1: Establish a framework for an aligned school improvement approach.**
> ➢ **Strategy 5.2: Align school and LEA needs assessment, planning, evaluation, funding, interventions, and support to the school improvement framework.**
> ➢ **Strategy 5.3: Implement state strategies to address chronic underperformance through available mechanisms (e.g., NDE MOU, SB 92, and the NV ASD).**
> ➢ **Strategy 5.4: Support and develop the capacity of school leadership as one key lever to change school outcomes and close opportunity gaps.**
> ➢ **Strategy 5.5: Implement SEA-LEA continuous improvement cycle to systematically enhance the quality of practices and programs, scale successes, and organize highly coordinated cross-sector collaboration to achieve significant change.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Number of schools that meet the *Rising Stars* (previously Underperforming Schools List) criteria and are 3-star schools	• 157: 1- and 2-star schools from 2013-2014 rating system	• Reduce the number of 1- and 2-star schools by 30%
• Number of schools that increase by one star-ranking per year • Number of 5-star schools that persist at that rating	• 99, 5-star schools • 109 increased star rating from 2012-2013 to 2013-2014	• 99, 5-star schools persist at the rating • 50 schools that become sustainably 5-stars • 150 schools move at least one rating

Objective 6 – College and Career Readiness

By 2020, 65 percent of all jobs—compared to 28 percent in 1973—will require some form of postsecondary education, according to a new report from the Georgetown University Center on Education and the Workforce. At the other end of the education spectrum, the percentage of jobs requiring a high school diploma or less will continue to shrink. According to the report, *Recovery: Job Growth and Education Requirements Through 2020*, 72 percent of jobs were open to high school graduates in 1973; by 2020, that percentage is expected to fall to just 36 percent.

- ➤ **Strategy 6.1: Establish benchmarks in NSPF for career readiness, skill attainment, and employability.**
- ➤ **Strategy 6.2: Tie grant funding to completion.**
- ➤ **Strategy 5.3: Establish and/or scale quality CTE programs aligned to industry need.**
- ➤ **Strategy 6.4: Expand access to advanced coursework, dual enrollment, and work based learning experiences.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Increase to the number of CTE completers	• 7,559 CTE program completers	• 11,000 CTE program completers
• Increase the number of CTE concentrators (students who enroll in level 2 CTE courses)	• 12,595 CTE concentrators (enrolled in level 2 courses)	• 18,300 CTE concentrators (enrolled in level 2 courses)
• Increase the number of students who enter college with college credit via dual enrollment, AP, or IB	• 18,094 (May 2016) students who took AP exams • 2015 Legislature approved $8 million to expand dual enrollment programs and STEM grants	• 33 percent growth
• Increase the number of students who enter college with college credit (e.g. dual enrollment, AP, or IB)	• TBD	• TBD

Goal 4: All students served by effective educators.

Objective 7 – Equitable Distribution of Effective Educators
- ➤ **Strategy 7.1: Revise the NV Educator Equity Plan to identify and address equity gaps.**
- ➤ **Strategy 7.2: Develop and implement a coherent and rigorous review, approval, evaluation, and accountability system for in-state educator preparation programs aligned with NEPF and NVACS.**
- ➤ **Strategy 7.3: Revise educator licensure requirements to support reciprocity, reflect meaningful readiness measures, and meet 21st century educator workforce needs.**
- ➤ **Strategy 7.4: Build capacity of school leaders through a statewide NEPF implementation monitoring system.**
- ➤ **Strategy 7.5: Recognize and support effective educators and create opportunities for teacher leadership.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• TBD	• TBD	• TBD
• TBD	• TBD	• TBD
• TBD	• TBD	• TBD
• TBD	• TBD	• TBD

Objective 8 – Support Educator Capacity to Engage Parents and Families

Students benefit when their parents and family members are engaged in their education. The Department knows families are capable of playing a key role in their children's education by supporting learning at home, advocating for all children, and making decisions to ensure students' best interests are being taken into consideration when creating policies. The Department also believes it is the responsibility of district and school staff to engage their families but equally important for the Department to support in building their capacity to do so.

➢ **Strategy 8.1: Analyze family engagement data and provide feedback.**
➢ **Strategy 8.2: Support family engagement best practice by coordinating state, regional, and district resources.**
➢ **Strategy 8.3: Collaborate with educator preparation providers to build educator capacity to engage families.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Educators' performance on the Nevada Educator Performance Framework – Professional Responsibility Standard 4	• Not yet available. Historically, the Department has not collected this data. A regulation was passed in November 2016 to begin collecting this data	• Target will be set when data is available.
• Tier 4 evidenced-based strategies detailed in School Performance Plan reviews	• 12 percent of all Rising Star schools are utilizing effective strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement	• By July 2020, 100% of all Rising Star schools will utilize evidenced based strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement
• Annual District Family Engagement Reports (PIFE District Reports)	• Not yet available. Changes in reporting practices and expectations will be made in order to collect this data	• 100% percent all school districts will utilize effective strategies in each of the six standards on the Nevada Policy on Parental Involvement and Family Engagement

Goal 5: Efficient and effective use of public funds in service to students.

Objective 9 – Fiscal Transparency

To better serve the public and Department partners by increasing understanding of the Department funding processes. To address equity concerns in the state by ensuring effective distribution of resources.

➢ **Strategy 9.1: Improve public communications.**

- ➤ **Strategy 9.2: Improve external reporting.**
- ➤ **Strategy 9.3: Modernize audit methodologies utilizing technology.**
- ➤ **Strategy 9.4: Build internal systems and effectiveness.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Customer service survey results	• Yet to be conducted	• Target will be set when data is available
• Percentage of grants in ePage	• 40%	• 100%--as funding available (write into future grants, when possible)
• Percentage of LEAs with direct Infinite Campus access by Audit *[VS. % of audits performed remotely]*	• 75% now	• 100%
• Percentage errors (by #, $, and adverse LEA impact) in final funding or published information/calculations	• Unknown	• 0% errors

Objective 10 – Strategically Administer Grants to Aligned Goals

Available funding put to demonstrably best use in maximizing student educational outcomes among desired student populations.

- ➤ **Strategy 10.1: Provide guidance on grants use and flexibility to internal and external stakeholders.**
- ➤ **Strategy 10.2: Identify and replicate effective practices in braiding/blending funds.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• Non-compliance occurrences	• Unknown	• 100% Compliance (ZERO grants non-compliance occurrences/findings/fines)
• Improved educational outcomes for target student communities	•	• Fastest improvement among "Smarter Balanced" peer states
• Maximizing impact of education dollars (EROI—Educational Return on Investment)	•	• TBD
• Healthy participation in ongoing learning and dissemination of best practices	• N/A	• TBD

Goal 6: All students learn in an environment that is physically, emotionally, and intellectually safe.

Objective 11 – Students and Adults Develop Social and Emotional Competencies

Studies have shown that social and emotional learning (SEL) is essential for student success in schools and after graduation. Indeed many risky behaviors such as drug use, bullying, and absenteeism are often linked to poor social and emotional skills. SEL has been linked to improved performance within the classroom and on academic assessments.

> ➢ **Strategy 11.1: Office for a Safe and Respectful Learning Environment is responsive and proactive to the needs and goals of NRS 388.**
> ➢ **Strategy 11.2: Create shared systems between schools and partners for the promotion of social and emotional competencies.**
> ➢ **Strategy 11.3: Adopt, train, and implement state level social and emotional standards with shared indicators.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
• SEL standards adopted • SEL trainings to teachers • SEL included into UNR and UNLV teacher curriculum • SEL included into NSHE curriculum for student support professionals	• Washoe County School District has adopted SEL Standards	• All school districts have adopted SEL Standards

• School Climate Survey will measure the following aspects:
  o Cultural and Linguistic Competencies
  o Relationships
  o Physical Safety
  o Emotional Safety
• Social and Emotional Competence
	• School Climate Survey
	  o Cultural and Linguistic Competencies (329)
	  o Relationships (323)
	  o Physical Safety (327)
	  o Emotional Safety (316)
	  o Social and Emotional Competence (71/100)
		• A 10% increase across all schools reaching current state baseline levels *this might change when we explore

Objective 12 – Empower Student Access to School Social Workers, Safe School Professionals, and Behavior Health Support Personnel

The Elementary and Secondary Education Act, Individuals with Disabilities Education Act, and NRS 388 all promote high graduation rates, increase success of students, and environments conducive to learning. A multi-tier system of support helps meet those goals and includes evidenced based strategies that empower school and community partners to respond to student needs.

> ➢ **Strategy 12.1: Develop partnerships to support schools in implementing evidence-based multi-tiered systems of school based support and wellness.**

- ➢ **Strategy 12.2: Define, adopt, train, and implement multi-tiered system of support.**
- ➢ **Strategy 12.3: Increase student access to school social workers, safe school professionals, and behavior health support personnel.**

Metrics	Baseline Data (SY 2015-2016)	Five-Year Goal (SY 2020-2021)
- Responsive system in place - Increased graduation rates - Suspensions or Expulsions rate - Violence to students - Violence to staff - Weapons - Dist. Controlled Substances - Possession - Bullying	- PBIS schools (Lyon County School Health Hub and White Pine County School) 73.55% graduation rate - TBD suspension or expulsion rate 8,416 violence to students 953 violence to staff 154 weapons 2103 dist. controlled substances 427 possession - TBD	- All school districts have MTSS in place. - Match state goal - Trend downward by 10%
- School Climate Survey will measure the following aspects: - Cultural and Linguistic Competencies - Relationships - Physical Safety - Emotional Safety - Social and Emotional Competence	- School Climate Survey - Cultural and Linguistic Competencies (329) - Relationships (323) - Physical Safety (327) - Emotional Safety (316) - Social and Emotional Competence (71/100)	A 10% increase across all schools reaching current state baseline levels *this might change when we explore

SECTION 4: INFORMATION CONCERNING SUCCESS AFTER GRADUATION

State law requires this plan to include strategies to provide information in the areas of admission requirements for institutions of higher education, opportunities for financial aid, the Governor Guinn Millennium Scholarship, and preparation for success after graduation. These strategies are integrally aligned with the Department's vision of "all Nevadans ready for success in the 21st Century."

The Department has made and will continue to make significant progress in this area. In January of 2017, Nevada was announced as one of just ten states to win the JP Morgan Chase and Chief State School Officers New Skills for Youth Grant. Through this $2 million grant, Nevada will continue to work with other government agencies and the private sector to align services to students and adults to prepare them for post-secondary success in the New Nevada Economy.

The Department's work to provide industry validated CTE coursework and certificates of value, advance coursework that culminates in college bearing credit through articulation agreements with each college

(i.e., CSN, GBC, TMCC and WNC), and work based learning experience will be accelerated through the partnerships and plans developed through the New Skills For Youth initiative.

Additionally, the state of Nevada offers a number of programs that help prepare students for post-secondary success:
- Nevada College Savings Plans Program
- Nevada Prepaid Tuition Program
- Governor Guinn Millennium Scholarship Program
- Nevada College Kick Start Savings Program
- Nevada GEAR UP program
- Articulated-credit programs
- GoToCollegeNevada.org campaign

SECTION 5: ALLOCATION OF RESOURCES/BUDGET

State law requires this plan to include an analysis of and strategies to improve the allocation of financial resources dedicated to P-12 public education. However, much of the data required is not currently available to the Department because certain requirements of NRS 386.650 concerning the automated system of accountability information have never been met; specifically, the automated system does not have the capacity to fully access financial accountability information for each public school, for each school district, and for this state as a whole. The Department therefore proposes the following baseline strategies and the continuation of exploratory work begun in 2014 to begin the work of better analyzing how the allocation of State resources actually improves the academic achievement of pupils.

Strategies for Improvement

STRATEGY	STAFF LEAD	TIMELINE
Gather information on the means of funding student needs through weighted formulas and data collection, as recommended by Governor Sandoval.	Canavero	2015-17 Biennium
Prepare a report on the impact of categorical funding awarded to schools and districts in prior biennium.	Martini	October 2016
Review and where possible standardize (and publicize) procedures for NDE grants.	Martini	May 2016
Prepare a "return on investment" analysis that considers all funding allocated to underperforming schools and the educational outcomes associated with the funding. The analysis must be able to identify cost effective strategies that result in student improvement.	Martini	December 2016
Establish third-party evaluation system and/or reporting mechanism for categorical funding/grants.	Martini	Ongoing

Budget Impact of This Plan

The provisions of this plan are within the Governor's Recommended Budget for 2017-2019 for the Department of Education.

APPENDIX I

Grade 3 CRT Results   2015-2016

		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	37925	18559	19366	338	4015	16300	12363	2540	1816	553	3970	33955	9946	27979	22346	15579
	Number Tested	37400	18304	19096	333	3930	16163	12131	2496	1802	545	3872	33528	9887	27513	22055	15345
Mathematics	Mean Scale Score	2423.3	2421.7	2424.9	2400.1	2384.2	2407.5	2447.5	2436.9	2472.3	2425.7	2364.2	2430.1	2395.1	2433.4	2403.8	2451.3
	% Proficient	44.9	43.8	46	28.2	25.9	35.4	58.5	53.3	71.1	45.7	23	47.4	27.9	51	34.5	59.9
	Number Tested	37439	18320	19119	335	3938	16178	12143	2497	1803	545	3875	33564	9891	27548	22081	15358
Reading	Mean Scale Score	2420.3	2428.2	2412.7	2389.6	2383.6	2402.5	2446.8	2436.8	2463.7	2421	2363.5	2426.8	2385	2432.9	2398.6	2451.5
	% Proficient	46	49.8	42.4	29.6	28.5	36.1	60.2	54.9	69	45.1	21.5	48.8	25.6	53.3	34.6	62.4

Grade 4 CRT Results   2015-2016

		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	36547	17883	18664	368	3867	15476	12166	2355	1795	520	3897	32650	8567	27980	21177	15370
	Number Tested	36012	17644	18368	359	3766	15346	11931	2315	1781	514	3793	32219	8515	27497	20890	15122
Mathematics	Mean Scale Score	2459.8	2458.6	2460.9	2424.3	2417.2	2442.7	2486.5	2474.5	2504.8	2465.3	2395.1	2467.4	2426.2	2470.2	2439.2	2488.1
	% Proficient	38	36.5	39.5	20.3	17.9	27.9	52.8	45.7	61.7	38.7	15.3	40.7	19.1	43.9	26.8	53.5
	Number Tested	36070	17673	18397	360	3784	15359	11948	2321	1783	515	3798	32272	8524	27546	20934	15136
Reading	Mean Scale Score	2462.8	2473	2453	2433.4	2421.4	2444.4	2490.1	2481.8	2506.1	2465.3	2390.9	2471.3	2420.6	2475.9	2439.9	2494.5
	% Proficient	47.1	51.9	42.4	29.2	28	37.7	60.7	56.4	68.1	48.9	17.4	50.6	24.8	54	35.7	62.9

Grade 5 CRT Results   2015-2016

		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
	Number Enrolled	35685	17506	18179	348	3843	15069	11838	2217	1862	508	3961	31724	5712	29973	20554	15131
	Number Tested	35228	17297	17931	341	3764	14951	11634	2187	1851	500	3854	31374	5671	29557	20295	14933
Mathematics	Mean Scale Score	2485.6	2484.9	2486.3	2458.8	2439.9	2466.6	2514.6	2500.8	2536.6	2485.7	2415.7	2494.2	2428.5	2496.5	2463.7	2515.3
	% Proficient	32.2	30.4	34	18.5	13.3	22.3	46.3	39.6	55.6	33	10.3	34.9	8.1	36.9	21.7	46.5
	Number Tested	35262	17310	17952	341	3773	14964	11642	2191	1850	501	3864	31398	5675	29587	20317	14945
Reading	Mean Scale Score	2500.1	2512.6	2488	2469.8	2463.4	2481.9	2525.7	2517.2	2546	2501	2418.5	2510.1	2434.2	2512.7	2478.6	2529.3
	% Proficient	50.6	56.3	45.2	36.1	33.1	41.2	63.8	58.6	73.4	51.3	14.4	55.1	14.6	57.6	39.9	65.3
	Number Tested																
Science	Mean Scale Score																
	% Proficient																

Grade 6 CRT Results   2015-2016

		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
			Sex				Ethnicity						Special Populations				
Mathematics	Number Enrolled	35000	17192	17808	358	3650	14827	11618	2095	1935	517	3686	31314	4746	30254	20427	14573
	Number Tested	34387	16916	17471	347	3543	14615	11391	2060	1922	509	3573	30814	4672	29715	20065	14322
	Mean Scale Score	2498.4	2499	2497.9	2478.5	2441.7	2477.4	2530.5	2511.2	2562.3	2500.1	2397.3	2510.2	2420.4	2510.7	2472.9	2534.3
	% Proficient	30.3	28.9	31.7	19	11.5	20.7	43.7	35	55.9	29.1	6.8	33	4.8	34.3	19.6	45.3
Reading	Number Tested	34435	16925	17510	345	3542	14643	11412	2054	1930	509	3572	30863	4681	29754	20092	14343
	Mean Scale Score	2508.7	2521.8	2496	2487.6	2467.3	2490.3	2534.2	2523	2562.1	2506.4	2422.4	2518.7	2433.1	2520.6	2486.7	2539.5
	% Proficient	41.9	47.5	36.6	24.9	22.4	32	55.5	49.1	69	38.7	8	45.9	6.1	47.6	30.3	58.3

Grade 7 CRT Results   2015-2016

		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
			Sex				Ethnicity						Special Populations				
Mathematics	Number Enrolled	35316	17157	18159	334	3790	14689	11865	2091	2010	537	3552	31764	4765	30551	19837	15479
	Number Tested	34189	16659	17530	318	3635	14446	11376	2001	1890	523	3421	30768	4702	29487	19382	14807
	Mean Scale Score	2509.4	2511.2	2507.7	2486.6	2457.6	2486.8	2542	2524.5	2573.8	2507.9	2412.1	2520.2	2432	2521.8	2483.9	2542.8
	% Proficient	29.3	28.5	30.1	18.6	12.1	19.8	42.3	34.3	55.3	24.3	6.3	31.9	5.3	33.1	19.2	42.6
Reading	Number Tested	34665	16854	17811	317	3660	14525	11605	2037	1992	529	3440	31225	4711	29954	19506	15159
	Mean Scale Score	2540.8	2555.2	2527.2	2518.2	2496.7	2520.6	2568.9	2557.9	2592.8	2535	2445.4	2551.3	2457.2	2553.9	2517.1	2571.2
	% Proficient	46.9	53.5	40.7	34.4	26.8	36.7	60.7	55.9	71.1	43.9	9.7	51	7.6	53.1	35.5	61.5

Grade 8 CRT Results   2015-2016

		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
			Sex				Ethnicity						Special Populations				
Mathematics	Number Enrolled	35834	17360	18474	341	3861	15087	11920	1982	2103	540	3674	32160	4868	30966	19971	15863
	Number Tested	28402	13466	14936	303	3380	12879	8675	1500	1234	431	3370	25032	4679	23723	17118	11284
	Mean Scale Score	2497.3	2501	2493.9	2486.6	2454.4	2482	2525.6	2511.6	2555.8	2510.4	2422.3	2507.3	2440.7	2508.4	2479.9	2523.5
	% Proficient	17.7	18.2	17.2	13.9	6.4	12.1	26.5	21	40.2	21.8	3.6	19.5	3.9	20.4	11.9	26.4
Reading	Number Tested	34702	16833	17869	329	3699	14778	11433	1911	2025	527	3438	31264	4747	29955	19441	15261
	Mean Scale Score	2552.2	2567.7	2537.7	2532.1	2505.1	2531.5	2582.1	2569.7	2606.8	2556.2	2454.2	2563	2464	2566.2	2527.7	2583.5
	% Proficient	47	53.7	40.7	38	26.6	37.3	60.6	54.6	72	49	9.5	51.2	7.6	53.3	35.8	61.3
Science	Number Tested																
	Mean Scale Score																
	% Proficient																

Grade 11 ACT Results 2015-2016

			Sex			Ethnicity							Special Populations					
		State	Female	Male	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	32009	15768	16241	328	3207	12643	11449	1686	2212	483	2719	29290	2028	29981	14798	17211
	Number Tested	31840	15720	16120	325	3166	12584	11397	1676	2210	481	2650	29190	2002	29838	14687	17153
	Mean Scale Score	17.7	17.6	17.8	16.8	15.7	16.4	19.1	18.3	20.5	17	14.6	18	14.5	17.9	16.5	18.8
English	Number Tested	31853	15725	16128	326	3167	12589	11404	1675	2210	481	2654	29199	2003	29850	14695	17158
	Mean Scale Score	15.8	16.5	15.1	14.1	13.1	13.8	18	17.2	18.9	15.4	11	16.2	10.1	16.2	14	17.4
Reading	Number Tested	31816	15715	16101	325	3156	12576	11391	1677	2210	480	2638	29178	2000	29816	14670	17146
	Mean Scale Score	17.7	18.2	17.1	16.1	15.3	16	19.7	18.8	20	16.9	13.2	18.1	12.6	18	16.1	19
Science	Number Tested	31806	15709	16097	325	3155	12575	11386	1674	2210	480	2633	29173	1999	29807	14666	17140
	Mean Scale Score	18	18.1	17.9	17	15.9	16.8	19.4	18.6	20.4	17.5	14.5	18.3	14.6	18.2	16.8	19
Writing	Number Tested	31334	15589	15745	317	3082	12372	11225	1666	2194	477	2487	28847	1885	29449	14375	16959
	Mean Scale Score	15.1	16.1	14.1	13.4	12.6	13.8	16.5	16.3	18.4	15	8.7	15.7	9	15.5	13.6	16.4

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NAEP – Grade 4 Mathematics				
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	232	26	74	30	3
2008-2009	235	21	79	32	3
2010-2011	237	21	79	36	5
2012-2013	236	20	80	34	4
2014-2015	234	24	76	32	4

NAEP – Grade 4 Reading				
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	211	43	57	24	5
2008-2009	211	43	57	24	4
2010-2011	213	42	58	25	5
2012-2013	214	39	61	27	5
2014-2015	214	39	61	29	6

NAEP – Grade 8 Mathematics				
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	271	40	60	23	4
2008-2009	274	37	63	25	5
2010-2011	278	33	67	29	6
2012-2013	278	32	68	28	6
2014-2015	275	35	65	26	5

NAEP – Grade 8 Reading				
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	252	37	63	22	2
2008-2009	254	35	65	22	1
2010-2011	258	31	69	26	2
2012-2013	262	28	72	30	3
2014-2015	259	29	71	27	2